

## Holland Junior School Modern Foreign Language Policy

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**"Learning another language is not only learning different words for the same things but learning another way to think about things." - Flora Lewis**

### Principle Academy Vision

The Pioneer Academy promotes and achieves excellence by ensuring the very best care and guidance for every child within our family of schools. It recognises the importance of outstanding learning and teaching by actively encouraging creativity and innovation, whilst having consistent standards of behaviour and attendance. Treating everyone as equal, whilst celebrating diversity, is a non-negotiable; protecting all through safeguarding, health and safety and welfare is paramount.

At Holland Junior School we are a happy, friendly and caring school at the heart of our community. Hand in hand with our families, we have high expectations which nurture the successes, growth and happiness of every child. Children will leave our school with lasting memories and the skills to blossom in their future.

### Introduction

Learning a foreign language is part of the Primary National Curriculum and is a requirement for all children within Key Stage Two (KS2). Holland Junior School has adopted a whole school approach to the teaching of French to all pupils. This policy outlines the purpose, nature and management of the teaching and learning of all aspects of the Modern Foreign Languages curriculum at Holland Junior School. It has been written by the MFL Subject Leader in conjunction with the Curriculum Leader and reviewed by the Head and all the teaching staff and Governors.

### Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

### Rationale

Learning a language is key to a child's learning development and to their identity today's world. As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Holland Junior School we believe strongly in the benefit of languages and have therefore implemented the teaching of French for all children for the reasons detailed below:

- Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. This can lead to deep learning and significant gains in their general understanding as they reinterpret existing knowledge. Through the conscious development of language learning they are also learning how to learn.
- Language learning supports and celebrates the international dimension. Using language enables children to gain insights into their own lives and those of others around the world. They need the chance to make contact with people in other countries and cultures and to reflect upon their own cultural identities, communities and those of other people.
- Language learning stimulates children's creativity. Children enjoy taking an active part in language lessons as they can join in with singing, reciting rhymes and poems, and respond to stories. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.
- Language learning supports oracy and literacy. Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

### **Roles and Responsibilities**

The **subject leader** is responsible for:

- Holding classroom teachers to account for pupils' attainment in languages.
- Carrying out lesson observations to ensure the school's expectations and aims are being adhered to.
- Liaising with subject leaders from local secondary schools to ensure pupils' transitions are successful in accordance with the Primary Transition Policy.
- Supporting classroom teachers in identifying CPD opportunities for themselves.
- Attending training courses and undertaking CPD to improve their own practice.
- Teaching lessons and providing cover for absent classroom teachers where necessary.
- Identifying areas for improvement for the languages curriculum and ensuring these are included as part of the SDP.
- Keeping abreast of, and informing classroom teachers about, new developments in the curriculum, and assisting in the implementation of these.
- Supporting classroom teachers and TAs to effectively develop pupils' capabilities.
- Working with classroom teachers to plan lessons and ensure continuity between year groups.
- Working with the SENCO and other relevant members of staff to ensure the languages curriculum is accessible to all pupils.

**Classroom teachers** are responsible for:

- Working with the subject leader to ensure the high-quality delivery of the languages curriculum.
- Reporting on pupils' progress at parents' evenings and in end of year reports.
- Undertaking additional training and CPD to improve practice.
- Planning engaging and interesting lessons for pupils.
- Working with the subject leader to ensure continuity between year groups.
- Ensuring all pupils can access the curriculum in accordance with the relevant school policies.
- Promoting and adhering to this policy and its aims.

### **Programme of study**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. These 12 targets have been groups related to key language skills:

#### Speaking and Listening -

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sound of language through songs and rhymes and link the spelling, sound and meaning of the words
- Engage in conversations; ask and answer questions; respond to those of others; seek clarification and help
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present ideas and information orally to a range of audiences
- Appreciate stories, songs, poems and rhymes in the language

#### Reading and Writing -

- Develop accurate pronunciation and intonation so that others understand when you they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary
- Describe people, places, things and actions orally and in writing
- Write words from memory and adapt these to create new sentences, to express ideas clearly

#### Grammar -

- Understand basic grammar appropriate to the language being studied

These purposes, aims and targets are embedded in the Kapow French Scheme of Work and follow a comprehensive progression of these key skills through the KS2 journey.

#### **Teaching and Learning**

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2. At Holland Junior School we use a variety of teaching and learning styles in our MFL lessons. Our principal aim is to develop children's knowledge, skills, and understanding.

French lessons are timetabled weekly for each class and lessons are taught for one hour by a specialist French teacher. Children also have the opportunity to participate in an annual International Day which celebrates a range of cultures, identities and languages.

In all French lessons the emphasis is on whole class teaching to promote fluid spoken language and self-confidence of pronunciation but there are opportunities for children to work individually, with a partner or as part of a small group to complete a task.

The lessons will allow children to:

- Take part in a wide range of speaking and listening activities e.g. role play scenarios.
- Write increasingly complex words, phrase and sentences.
- Share, read and participate in traditional French stories and rhymes.
- Learn about traditional French customs and aspects of French culture and compare them to their own.
- Play games to support the learning of new vocabulary.

#### **Planning**

Holland Junior School has a subscription to the online interactive language learning website 'Kapow' which provides comprehensive and progressional lessons for a range of topics in the French language. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

Each topic is a complete unit of work, including a range of vocabulary, skills and cultural links. Each unit of work lasts approximately half a term and at the end of each topic children's French skills are assessed. Topics of work are chosen for each year group by the MFL lead and are chosen to reflect the experience of the language learner and the interests of the year group. There are also links with other areas of the curriculum, where links are obvious and relevant to language learning. We have identified 3 levels of language experience for each Kapow topic and this is used to identify which topics are chosen for each year group:

- 'Early language' topics are followed by lower year groups, such as Year 3 as their language journey has just begun.
- 'Intermediate Language' is the next step and is mostly followed by Year 4
- 'Progressive Language' can then be accessed by Year 5 and 6 as their knowledge of the language is more developed.

Teachers plan their lessons using the Kapow scheme of work and can supplement this with their own ideas and experience and those of their colleagues. This ensures an appropriate balance and distribution of work across each term but are adapted to suit the needs of the class. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. These plans are accompanied by a range of resources which are used to teach French lessons.

French lessons at Holland Junior School include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

### **Role of ICT**

Kapow is primarily an online platform and provides resources which accompany French lessons and is used to enhance the delivery of language through interactive presentations and activities.

### **Assessment and reporting**

MFL is a highly inclusive subject and despite our principal aim of developing children's knowledge, skills, and understanding, the initial focus will be on enjoyment. Nevertheless, Teachers of French will assess each child's progress with reference to the attainment targets of the Programme of Study for Languages. Assessment is based on class observations of listening and speaking activities; written evidence in workbooks and self-assessment by the child after each unit of work in which they participate in a quiz like activity to test their skills in the 4 key areas: speaking, listening, reading and writing. This information is collated and recorded by French Teachers to form a teacher judgement of the child's progress in French. This assessment is then shared with parents at the end of the year in the child's school report.

### **Equipment and resources**

Kapow provides a wide variety of quality resources to be used for language learning lessons. Differentiated tasks which link with the lesson input slides are most commonly used in each French lesson but teachers can also use additional resources such as interactive games, flashcards, quizzes and vocabulary lists to enhance each MFL lesson to make learning fun and memorable.

### **Enrichment Opportunities**

Teachers are encouraged to take children on school trips, or to organise for in school visitors, to further immerse children in their French topic.

### **Equal Opportunities**

The MFL Policy supports the Equal Opportunities Policy of the whole school by regarding all pupils as equal. In keeping with the school policy on Equal Opportunities the teacher will be aware of the different and individual needs of each child with regard to the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise as a result of race or gender.

Holland Junior School is committed to inclusion in all its aspects and ensures that all children, regardless of ability, race, gender, culture, SEND or disability, are given appropriate opportunities for the whole curriculum. In order to achieve this and to enable all children to access French, the correct resources are available.

Effective learning opportunities are provided for all by:

- Offering all differentiated tasks as well as setting suitable learning challenges.
- Responding to children's individual learning needs when necessary, this may include providing individual adult support.

Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

### **Monitoring and review**

Student's work and progress are monitored throughout the year by the French Teacher for assessment purposes and by the subject leader for monitoring and reviewing purposes.

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly monitoring of students' books and observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and French Teacher will together monitor the learning and progression made by pupils across the key stage. The Subject Leader will encourage, where appropriate, class assemblies and presentations in French. They will also encourage cross-curricular topics be taught in French to knit together various areas of the curriculum.

All data, ranging from evidence of classroom teaching to individual pupils assessment scores is securely stored on a password protected database. This can be accessed by Class Teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings if required and is shared with parents through the end of year report.

To be read in conjunction with:

- Teaching and Learning Policy
- SEND policy
- Inclusion Policy